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ABSTRACT

This is the guide to a series of ten units that are available for use in the two year course of study required in New Jersey. The major goal of this curriculum is to provide an educational program to increase student involvement and therefore provide more vital learning experiences. The ten topics present a broad spectrum of American civilization: SO 000 379 through SO 000 388. While historical content furnishes the core of study of each topic, the units are interdisciplinary in nature drawing from facts and concepts in political science, economics, sociology, geography, and the humanities. There are a wide variety of learning activities to help the student discover for himself the substance of each topic. In addition, the entire curriculum plan is open-ended so that the activities can be geared to various learning levels and interests. Each unit is divided into six basic sections: overview, objectives, suggested evaluation, learning activities, suggested content guide, suggested resources. A model Social Studies Learning Center provides the environment in which the student can be actively engaged in the learning process, can have easy access to a variety of equipment and materials, and can receive more individualized instruction. (SBE)

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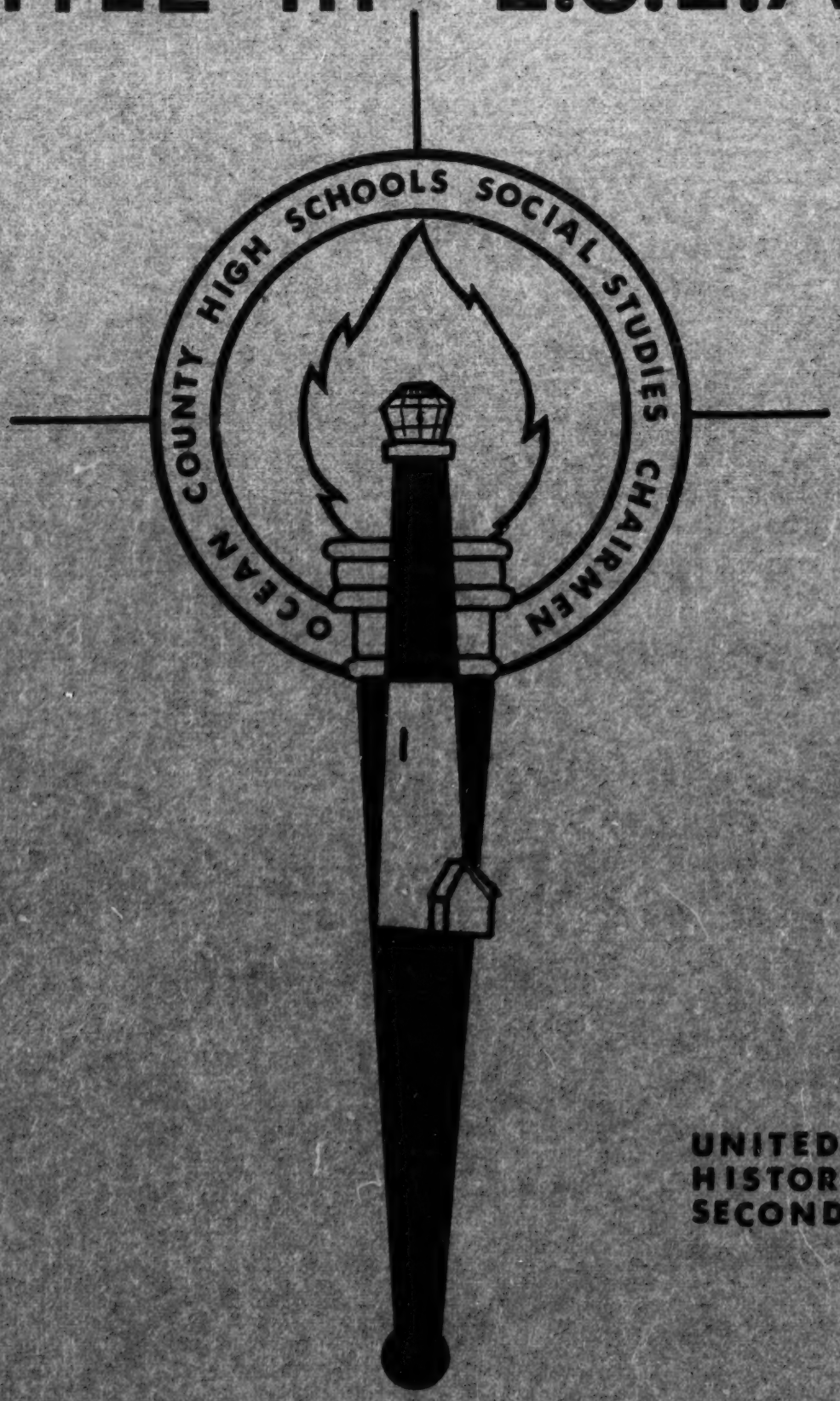

UNITED STATES HISTORY IN THE SECONDARY SCHOOL

TEACHER'S GUIDE

SP 000 371

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THE TEACHER'S GUIDE

Prepared by

Ocean County Title III
Social Studies Project

Experimental Edition - Subject to Revision

1968

A FACILITATING ENVIRONMENT FOR

A MEANINGFUL PROGRAM IN

UNITED STATES HISTORY

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In Appreciation

The members of this Ocean County Social Studies Project wish to express their appreciation to the many people who have contributed to the progress of their efforts. It would be impossible to mention each by name but the following must be singled out for special praise.

Dr. Mahlon Merk, Superintendent of Schools of Point Pleasant Beach, for acting as the authorized agent and the Point Pleasant Beach Board of Education for administering the Title III program.

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TEACHER'S GUIDE

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UNITED STATES HISTORY IN THE SECONDARY SCHOOL

Ocean County Title III Social Studies Project

Social Studies Chairmen of the eight Ocean County high schools, with the assistance of Title III funds, ESEA, are creating a model environment for a meaningful program of United States History in the secondary school.

Background of the Project

The project members were disturbed by the fact that many senior high school students found the study of United States history a boring and empty experience. Too much of the material was a duplication of previous school experiences. The mere regurgitation of facts was not enabling the student to adequately evaluate his place in society. The group also observed a tendency in many senior high school courses to rely too heavily on a single text as the guide to both the selection of content and the methods of teaching. This tendency, they felt, was the direct result of the absence of a guide, other than the textbook, to alternate methods and materials. The preparation of the ten units which appear in the accompanying unit booklets is an attempt to furnish this guide.

Nature and Scope of the Program

The central problem, as defined by the project members, was to provide an educational program which would increase student involvement and therefore provide more vital learning experiences. To do this, the committee chose ten topics which every citizen of the United States should explore. These topics would be developed through planned learning activities, and learning would be facilitated by the creation and use of a social studies learning center. The ten units deal with:

Agriculture
American Mind
American People
Business
Comparative Ways of Life
Contemporary Problems
Foreign Affairs
Government
Labor
Politics

Topics were chosen rather than specific contemporary problems because contemporary problems change rapidly, while the topics retain their relative importance throughout history. Nevertheless, the study of problems is important and they must be investigated in each unit in order for the units to have value in the modern world. In addition, one entire unit deals with contemporary problems and their historic background.

While historical content furnishes the core of study of each topic, facts and concepts from political science, economics, sociology, geography, and the humanities are drawn upon as they can contribute to the students' understanding of the topic. The units, therefore, are interdisciplinary in nature.

The ten topics that were selected were chosen because the group felt they presented a broad spectrum of American civilization, but they are by no means to be considered "holy". Topics can be added or deleted according to the individual teacher's desire. The structure, however, might prove helpful in developing original units.

The Social Studies Chairmen proceeded to justify the selection of the units and to suggest reasons why students should examine these areas of study. The planning committee then designed a wide variety of learning activities to help the student discover for himself the substance of the topic. The activities were chosen because of their direct relations to the objectives stated for the topic.

Each of the ten topics contains many activities designed to vary the learning experience. This variety provides the opportunity for the teacher and the students to choose the activities best suited to their situation. Content and materials would then be selected to meet the demands of the students in the learning process.

The project members also designed a model Social Studies Learning Center which would facilitate this student involvement. This center and the learning activities are directly related. Although such a center is not absolutely necessary to develop the suggested curriculum, it is obviously a most desirable goal for enabling the student to have the widest possible range of available sources for study.

Learning Centers

The purpose of the learning center is to provide a facilitating environment, one in which the student can be actively engaged in the learning process, can have easy access to a variety of equipment and materials, can pursue studies in which he is especially interested, and can receive more individualized instruction from the teacher.

There is no one design for the learning center though the design for the first one established in the county is included here. This one in Point Pleasant Beach High School, with a student body of only 528 in grades 7-12, adjoins the library and actually becomes an extension of it. It is equipped with study carrels, small conference areas, tape recorders, cameras, a microfilm printer, and other audio-visual aids.

Another is to be established this year in the largest high school in the county, Toms River with a student population of 3,000 in grades 9-12. Its design is also included. This will be separate from the library and will contain crafts and art areas in addition to study and conference areas and audio-visual equipment. This is being done in order to provide an opportunity for pupils to express their ideas through the greatest variety of media.

A third design will emerge at Lakewood High School in 1969-70 where the learning center will be an integral part of each social studies classroom.

Patterns of the Curriculum Guides

There are two patterns that the person using this proposed curriculum for the first time should be aware of. Each unit is divided into six basic sections:

I. Overview
II. Objectives
These were selected to give practical reasons for studying the unit.
III. Suggested Evaluation
IV. Learning Activities
(Discussed below)
V. Suggested Content Guide
The subject matter outline is intended to serve as a flexible guide for teachers and students. Therefore, they are encouraged to select those topics which will best serve their educational needs.
VI. Suggested Resources
This was not intended to be a comprehensive listing. It was compiled by selecting, from the materials that are readily available, those considered to be most pertinent. In light of the deluge of new and good materials the teacher should be constantly revising this list, though it does suggest the variety of types of materials that are easily available and should be used.

The second basic pattern is the heart of each unit - the Learning Activity section. In order to fully understand the structure of this section the following should be considered:

1. Objectives

There has been a conscious effort to link objectives and evaluation in each learning activity. The feeling of the group was that if an activity was to meet an established objective there should be some subjective or objective way to discover if this objective was accomplished.

2. Procedure

In this section an attempt is made to define the teacher's role in the activity. The Introduction contains specific methods of motivating interest and creating a frame of reference for the activity. The Development defines the teacher's role during the activity. The Evaluation suggests approaches for discovering to what extent the objectives of the learning activity are met. Achievement should be measured in a variety of ways. The contribution of a child throughout the entire process of an activity or unit should be evaluated and not just the end result as measured by a test or production of a report.

3. Student Direction Sheet

The Student Direction Sheet defines the student's role in learning and provides specific guidance for him. This sheet can be duplicated for distribution to class members, either as it is or with whatever modifications the teacher decides are necessary to make it useful to his particular group of students.

Flexibility, A Key Characteristic of the Program

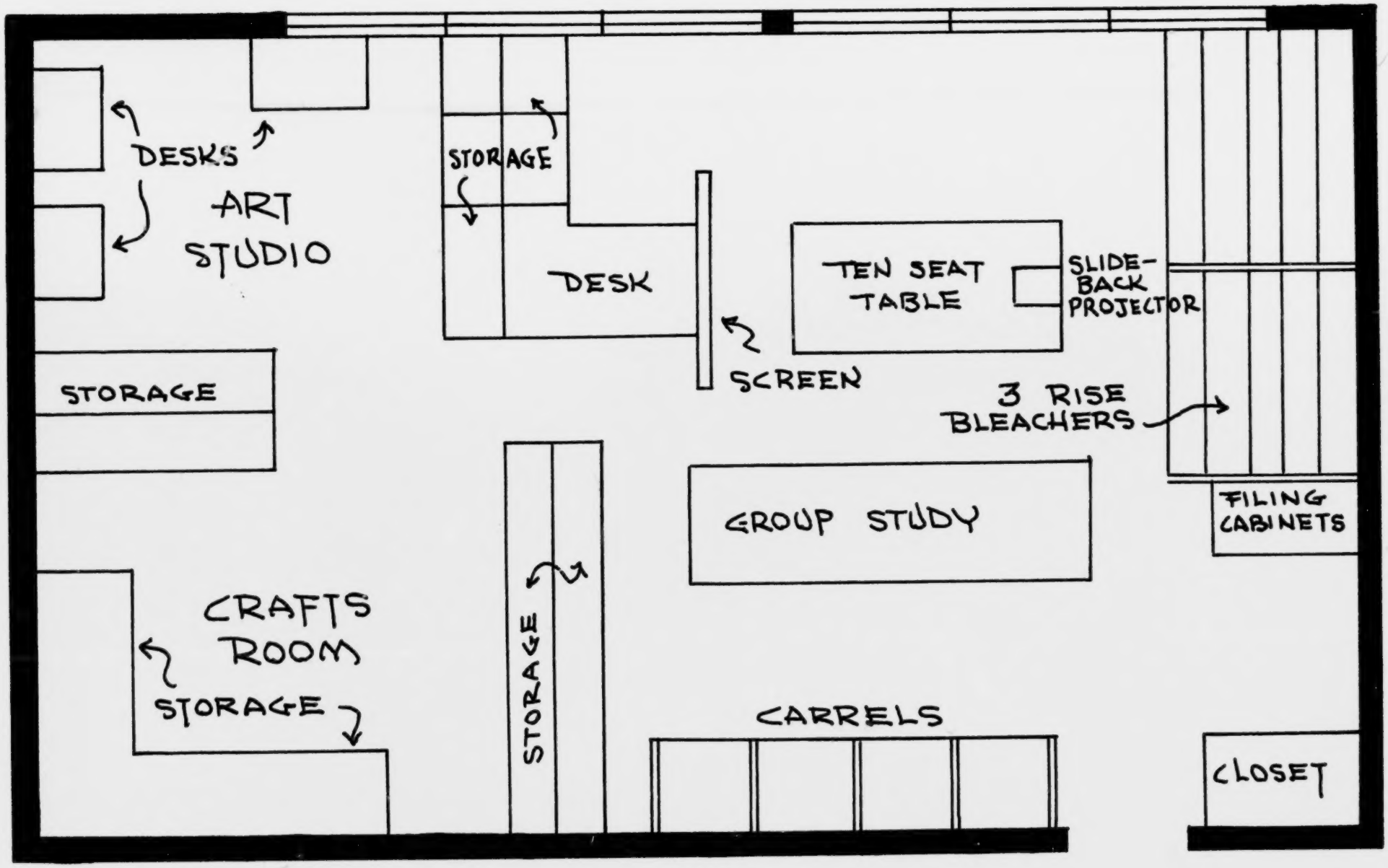
The entire curriculum plan is open-ended. Activities may be geared to various learning levels and interests so that they appeal to a student body with a wide range of abilities, interests, and learning styles. Objectives, activities, content, and resources may be added to or deleted as each school deems necessary in meeting its own objectives and serving its particular student population.

Basing the curriculum on learning activities does not in any way negate the teacher's role in the learning process. His role in the presentation of material to introduce and supplement the learning experience is assumed and is to some extent directed by the curriculum. So, also, is his responsibility in research and discussion. Division of time spent in each role would vary with the students, the learning activity, and the teacher involved.

The curriculum plan and model environment are designed to offer a guide to teachers who are seeking a way to make their learning situations more effective. It is hoped that by offering these suggestions, the teacher will be assisted in gaining the confidence and ability to make his program more meaningful, valuable and exciting to the students.

SOCIAL STUDY LAB

TOMS RIVER H.S.



CASE STUDIES

In this section there are descriptions by two teachers of the techniques used by them in teaching one of these units. The first one taught in the typical secondary school situation while the second had access to the learning center at Point Pleasant Beach. These are included to help you in the use of the cirriculum materials developed in this project.

CASE STUDY A

The question is asked, "How can I use this student activity centered method of instruction with my class? I have no social studies laboratory and the library is used constantly by other students."

The teacher can make use of these activities with excellent results by modifying the procedures to fit the class situation. Such a procedure that was actually used for the Labor unit is described below.

The first step taken by the teacher was to determine the amount of time available to present the unit. In this instance four weeks were to be allowed. After this was decided the teacher was required to allot the necessary time for research and presentation of reports. In the planning stage it became evident to the teacher that perhaps not all areas of the subject would be covered through student research. How would the teacher provide for a comprehensive review of the material? This problem was resolved by the teacher through use of teacher presentations to the entire class. These presentations took the form of four selected teacher lectures and the showing of carefully selected visual-aids. The purpose of these presentations was to assist the student in obtaining an overview of the entire subject and to serve as a basis of reference for his own research. Topics were selected to show historical background, current labor activities, and the relationship of the government to the labor movement.

The students were given a list of suggested activities to choose from and a schedule listing the days and topics of the class presentations. (see attached) The remaining days were open for research and writing. Students were free to work either in the library or the classroom as they choose. No attempt was made to structure groups or reports. The value came in the student's being able to plan and direct his own method of research and subsequent report. Students worked both individually and in groups. Students were not required to present their reports orally before the entire class but could give their final report in any way they desired. Many used the tape recorder as the method of presentation.

CASE STUDY A (con't)

The teacher should know his available resources prior to beginning the unit. If possible as many books, pamphlets, pictures, and other sources should be assembled in the classroom. Filmstrip projectors, tape recorders, and record players must also be assembled. If the audio-visual equipment is limited a schedule and sign-up sheet can be posted to assure each group of its availability.

To this teacher it meant a change in his former teaching method in that he realized he would not be spoon feeding each student the same dose of American labor history, but that the students would each gain from their own study what they found to be of value to them as individuals. The emphasis was placed on changing attitudes and making students aware of their own role rather than the emphasis on the history of labor.

The slow reader and less academically oriented student was found to be stimulated more than previously noted from other methods. This in itself was enough to justify the method.

Report topics covered such areas as:

Migrant labor.
Labor cartoons.
Newspaper of the day after the Haymarket Riot.
Model home showing all phases of construction.
TV dramatization of a negotiating session.
Interviews with various persons explaining their views toward labor.

CASE STUDY A

SUGGESTED STUDENT ACTIVITIES

Each student will be responsible for 1 activity either as an individual or as part of a group. You may choose your own group and activity.

1. Preparation of Radio Show on Songs of the Working Man. Collect, sing, or play songs on tape or TV.

2. Trade Labor Publications
   Investigate Labor magazines. Research labor problems - publish a labor newspaper on labors point of view.

3. Dramatize a labor contract negotiation session.
   Divide into labor-management sides. Research and prepare arguments for your side's position in wage contract talks.

4. Exploration of careers in labor
   Select and evaluate a vocation. Research jobs available in Brick area. Study qualifications of jobs. Professional and non professional.

5. Panel discussion
   Debate issues from standpoint of business, labor, and government.

6. Chart construction
   Prepare charts for presentation of facts on labor.
   Make transparencies for overhead projector.

7. Cartoon Collection and Analysis
   Research use of cartoons - collect cartoons - draw cartoons of current issues.

8. Arts and Crafts
   Gather and display objects made by the results of labor
   Make scale models.
   Illustrate technical skills or aesthetic value.

9. Role playing
   Dramatize roles of worker, union leader, management in a labor dispute.

10. Historical Fiction or Biography
    Read a biography - evaluate the man's role in labor
    Read historical fiction and report on it.

11. Dramatize a public hearing: Present arguments before class who will decide.

CASE STUDY A

DIRECTIONS FOR STUDENTS

LABOR

This unit will be taught on an experimental basis making use of teacher lectures, individual research, indivdual project and group projects.

The class will meet as a group for teacher presentations and reports. On some days students may meet in the library or classroom for individual or group projects.

It is suggested that students attempt to make use of tape recorders, filmstrip projectors, and, where possible TV. Every effort will be made to secure needed equipment for your use. All students are responsible for general class meetings and lectures.

Each student and group will be marked according to the following criteria:

Participation (work habits)
Use of historical research
Method of presentation
Organization of material
Selection of vital information

Each student or group must present a written statement that contains a summary or conclusion based on the findings of the project.

SCHEDULE OF CLASSES AND RESEARCH

Orientation - classroom
"History of the Labor Movement in America" - classroom
Start projects - planning - classroom or library
Research - classroom or library
Research - progress report - classroom or library

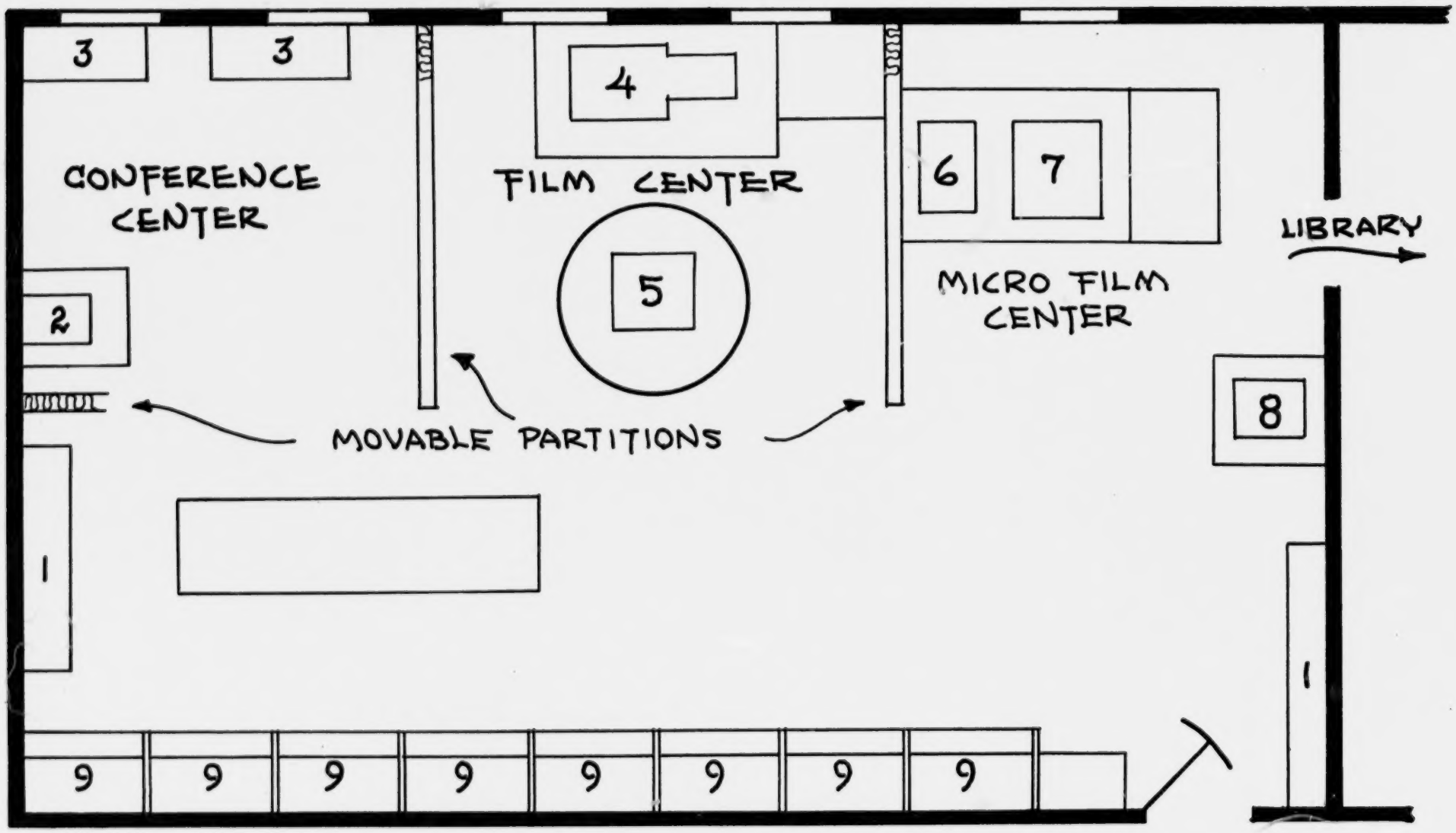
"Organization of Labor Unions" - classroom
"Government attitudes and actions toward labor" - classroom
Visual-Aids - classroom
Research - classroom or library
Research - classroom or library

"Techniques and Devices used by Labor and Management" - classroom
Research - classroom or library
Research - classroom or library
Research - complete writing - classroom or library
Completion of projects - classrooms or library

Start presentation of projects - classroom - one week

SOCIAL STUDY LAB

POINT PLEASANT BEACH HIGH SCHOOL



1. BOOKSHELVES
2. OVERHEAD PROJECTOR
3. FILES
4. REAR VIEW PROJECTOR
5 LISTENING STATION
6 READER
7 READER-PRINTER
8 COPYING MACHINE
9 CARRELS

CASE STUDY B

How do you teach these units in a school that has a social studies learning center? Some ideas might be gathered by a description of the teaching of the Foreign Affairs Unit in the first of these model centers.

The teacher began by having each student participate in the "Interest Survey Activity", (See Learning Activities). The questionnaire prepared as a result of this activity and the large group presentations by the teacher served as an overview for the entire unit on United States foreign relations.

The students were then issued a written introduction to the unit. (A sample of this introduction is included in this booklet.) This introduction was designed to explain the purpose of the study, to suggest a tentative plan of the unit, and to give the students some idea of what was expected of them.

The teacher and students then proceeded to develop the unit. The teacher's role was to give a capsule presentation of the unit. The methods used for these presentations included teacher exposition, films, and filmstrips in large groups, and teacher-directed discussion of topics and learning activities in smaller groups.

The students' role was to read an outline text and to use the interest survey as their outline for the unit. In addition, they were to select and to investigate one or more individual or group activities which would aid them in gaining greater knowledge of the topic.

The classes were scheduled so that students would spend one day in a large group, one day in research and one day in discussion. The sequence varied with the progress of the unit. (See introduction)

The most important contribution to this study was the learning center. It was used in many ways to facilitate student research and learning. First of all, it made available to the student individually or in small groups a great variety of learning tools. In the learning center he could view a film, use the sound or silent filmstrips, use the micro-film materials, view the 8 mm single concept films, use the paperbacks and general references available, and use the facilities of the adjoining library.

CASE STUDY B Cont'd

The area facilitated the preparation of activity reports. These were produced in a variety of forms with such devices as transparency makers, tape recorders, cameras, microfilm printers, and typewriters. The social studies center also created the necessary environment for small group meetings and individual study. The area produced a more relaxed atmosphere for student presentation of taped programs, buzz groups, debates and other reports and their subsequent discussion.

Each student was responsible for a prepared report of his learning activity and was expected to periodically keep the class informed of his progress. A selected few of the finalized reports were presented to the class. All reports were the basis for student discussion of the unit.

The unit was completed with all the class participating in the Attitude Survey Activity (See Learning Activities) and with each individual student completing in written form the Interest Survey questionnaire as a unit summary.

The final evaluation consisted of two questions, one from the Interest and one from the Attitude Survey, given to the students as topics for an essay test. Each student was also asked to submit an Activity Summary describing in brief form his activity during the unit and listing the sources used.

The entire unit lasted eight weeks.

CASE STUDY B

(STUDENT INTRODUCTION TO UNIT)

LEARNING PROGRAM - FOREIGN AFFAIRS UNIT

No single aspect of the American way of life is more subject to public scrutiny or criticism today than its foreign policy. Each individual in our nation must be properly prepared to support or constructively shape this policy. To do this requires not only knowledge of present actions and goals, but also some conception of the many factors and ideas which helped to form the basic policies of the United States. The purpose of this unit is to help each of you gain the tools necessary to form the intelligent judgments that are required of you in our modern world.

The tools required for your intelligent evaluation of United States policy can best be gained by your active involvement in the learning program suggested in this unit. The learning program suggests your exploration of one or more of the learning activities, your wide range of reading on the subject, your use of the many audio-visual supplements, and your evaluation of student and teacher presentations.

TENTATIVE SCHEDULE

Week	Room	Topic
1st week	-regular class	-Introduction to foreign affairs unit
	large group	-"How U.S. foreign affairs are carried out"
	regular class	-Question period
	learning center	- Research period
	large group	-"U.S. relations with Latin America"
2nd week	-regular class	-Questions from large groups
	learning center	-Research period
	large group	-"U.S. relations with the Far East"
	regular class	-Questions from large groups and Interest Survey
	learning center	-Learning activity progress reports
3rd week	-large group	-"U.S. relations with Europe"
	regular class	-Questions from large group and Interest Survey
	learning center	-Research period
	large group	-Film (News reels of the years 1937-47)
	large group	-Films continued
4th week	-regular class	-Questions on the war years
	learning center	-Activity progress reports continued
	learning center	-Activity progress reports continued
	large group	-Filmstrip "Atomic Age & Challenge of Comm.
	regular class	-Discussion of problems resulting from W.W.II

TENTATIVE SCHEDULE Cont'd

Week	Room	Topic
5th week	-learning center	-Research period
	large group	-Filmstrip "Americas Global Commitment"
	regular class	-Questions from large group
	learning center	-Research period
	learning center	-Activity reports and discussion
6th week	-large group	-Filmstrip "U.N. at 20"
	regular class	-Discussion of U.N.
	regular class	-Discussion of Interest Survey questions
	learning center	-Research period
	learning center	-Activity reports and discussion
7th week	-regular class	-Discussion of Interest Survey questions
	learning center	-Activity reports and discussion
	learning center	-Activity reports and discussion
	learning center	-Activity reports and discussion
	regular class	-Discussion of Attitude Survey
	learning center	-Activity reports and discussion
	regular class	-Discussion of Attitude Survey
8th week	-regular class	-Discussion results of Attitude Survey
	learning center	-Research period
	regular class	-Discussion of Interest Survey
	regular class	-Activity Summaries of the Unit - Written Form
	regular class	-Unit Test

CASE STUDY B
LEARNING ACTIVITIES

INDIVIDUAL ACTIVITIES

1 Position papers - Select a position on a controversal subject (must be approved). Research and present.

2 Reading - Read one source dealing with U. S. foreign policy (must be approved). Present in discussion in reading conference.

3 Film - View a film dealing with U. S. foreign policy. Complete evaluation report sheet.

4 Filmstrip - View filmstrip dealing with U. S. foreign policy.

LEARNING ACTIVITIES (cont'd)

GROUP ACTIVITIES

1 Mock Senate - Research a bill or treaty dealing with U. S. foreign affairs. As a committee, hold public hearings before class. With class acting as full Senate, have a vote on the bill.

2 T.V. Show - "You Are There" - Research an event influencing U. S. policy. Present 15 minute tape presentation.

(or)

"That Was The Week That Was" - Research an important week in U. S. diplomatic history. Satirically evaluate the week in a 15 minute taped presentation.

3 Dramatization - Present a portion of a play that reflects U. S. foreign policy. Research narration to accompany the scene. Example - play "Teahouse Of The August Moon."

4 Use of the Novel - Read a novel. Group which has read the novel has a 15 minute taped discussion of its importance in understanding U. S. foreign policy.

5 Use of Foreign Newspapers - Collect and read a selection of foreign newspapers. Read U. S. sources dealing with the same subject. Evaluate in a report.

6 Making and Using Maps - Gather maps from various sources to illustrate one current or historical problem in U. S. foreign affairs. Explain in a report the influences of geography on this problem.

7 Buzz Groups - List a number of "What If" situations in U. S. diplomatic history or in present day situations. Select one and research. Tape 15 minute buzz group on topic.

CLASS ACTIVITIES

1 Interest Questionnaire - Class collects and explores questions of interest dealing with U. S. foreign policy.

2 Attitude Questionnaire - Class collects value judgement questions dealing with U. S. foreign policy. Poll conducted of students and adults. Results evaluated by class.

LEARNING ACTIVITY (cont'd)

STUDENT EVALUATION

1 Sources used to expand knowledge

2 Student evaluations of materials used

3 Preparation and presentation of learning activities

4 Evaluation of activity summaries

5 Evaluation of final test

6 Evaluation of Interst Survey report

EVALUATION

How to evaluate teaching and learning has always been a most challenging task and we do not pretend to have "the answer". Rather we are offering these ideas for your consideration. You will want to reflect on your own performance as the teacher as well as to evaluate each student's performance.

Checklists have been arranged to help you keep in mind the many kinds of learnings your students should be acquiring and to give you some means of noting those areas which your students have mastered and those in which further help is needed.

Also you as the teacher will find these lists helpful as you plan for each unit. The major emphasis for one study may be on the acquisition of information including the sources to use and their validity. In another unit, instruction may stress ways of organizing and implementing information. Students can be encouraged to do some self evaluation to determine their strengths and weaknesses.

We are not suggesting that these checklists are all encompassing but hope that you will supplement them with many ideas of your own.

In the Thirty-Third Yearbook of the National Council for the Social Studies, Skill Development in Social Studies there is a listing of skills by Eunice Johns and Dorothy McClure Fraser. For your conveience those skills that might be most frequently taught at the secondary level and those which your students need to maintain and extend have been included in this guide. (Checklists E, F, G, J, K, L)

Checklist H comes from Chapter V, Organizing and Evaluating Information, by Alice Eikenberg and Ruth Ellsworth. Leland B. Jacob's ideas on listening and discussion group skills are reflected in Checklists M and N.

All of these are included with the permission of the National Council for the Social Studies.

The opening statement by Eunice Johns and Dorothy McClure Fraser deals with the importance of skill development in the social studies program. It is as follows:

"Helping young people develop and use skills effectively is one of the central purposes of social studies instruction. Indeed, without an adequate command of skills, it is doubtful that students can gain the insights concerning their society or develop the habits of intellectual and social behavior that constitute the ultimate goals of the social studies program. Skills are tools for learning, both in and out of school. The student who develops a command of soical studies skills during his school years and carries these skills into the adult years has laid a firm basis for continued learning throughout his life."

CHECKLIST A - DESIRABLE BEHAVIORS

Has each student been given opportunities to practice and so develop these behaviors?

	Agric.	A. Min	A. Peo	Busin	C. Life	C. Prob	F. Aff	Gover	Labor	Polit
Group Conduct										
1. Respects the rights and opinions of others.										
2. Participates constructively.										
3. Leads or follows as the situation demands.										
4. Accepts group decisions.										
5. Profits from criticism and suggesions.										
6. Understands the needs for rules and observes them.										
Individual Conduct										
1. Assumes responsibility.										
2. Follows directions.										
3. Is open-minded.										
4. Displays curiosity and a desire to learn.										
5. Displays empathy.										
6. Acts democratically.										
7. Demonstrates increasing knowledge.										
8. Demonstrates appreciation of the past.										
9. Demonstrates understanding of the present.										

CHECKLIST B - LOCAL PROBLEMS

Have the students become aware of these problems which are national in scope but are critical for the local situation? Have they had opportunities to discuss them and offer possible solutions?

	Agric	A. Min	A. Peo	Busin	C. Life	C. Prob	F. Aff	Gover	Labor	Polit
1. Education										
2. Traffic										
3. Environmental pollution										
4. Crime and juvenile delinquency										
5. Jetport										
6. Urbanization										
7. Population growth										
8. Non-English speaking residents										
9. Drug addiction										
10. Civil rights										
11. Conservation										

CHECKLIST C - ACTIVITIES

Many kinds of learning experiences are suggested throughout the ten units. Have your students used a variety of them in collecting information and reporting to the class? Have you made it possible for the students to broaden their horizons and use many media?

Have your students been encouraged to use some of the following techniques in the process of collecting, organizing, and presenting data?

	Agric.	A. Min	A. Peo	Busin	C. Life	C. Prob	F. Aff	Gover	Labor	Polit
1. Interview Other students Teachers People in the community										
2. Tape record: A town meeting A student presentation An interview A TV or radio program An assembly speaker Their own reports										
3. Dramatize a situation										
4. Plan a debate										
5. Plan a panel discussion										
6. Exchange information about any topic with another school.										
7. Paint, sketch, draw										
8. Write: Essay Fiction Description Editorial Letter to the editor Diary Position Paper										

CHECKLIST C - ACTIVITIES (Cont'd)

	Agric	A. Min	A. Peo	Busin	C. Life	C. Prob	F. Aff	Gover	Labor	Polit
Poetry Biography										
Letters to other students Word lists Front page of a newspaper of another period or place Term Paper										
9. Use the equipment in the learning center to:										
Prepare transparencies Aid in reporting (overhead or or opaque projectors) Make a movie										
Make a collection of slides or pictures to illustrate a point Gather information from a film, filmstrip, film loop Record music for a report										
Produce: Charts Graphs Maps										
Cartoons Dioramas Murals										
Models Posters Diagrams										
Time line Bulletin board displays										

CHECKLIST D - COMMUNITY AND COUNTY RESOURCES

"The microscopic localized investigation of specific aspects of our society, economy, and democracy has tremendous potential. It gets us very close to the wellsprings of the American genius. It puts right before our eyes the basis of what made our economy so dynamic, so productive, resulting in a standard of living in a largely classless society which is the envy of the world. It shows us right in our own community what makes our society so fluid, so free of the rigidity os social structure which is still characteristic of western Europe and far more so of much of the rest of the world. It makes us see and understand the process of democracy in action, and realize the importance of our boast of equality of opportunity for all Americans -- and the importance of seeing that boast has reality throughout the country. It shows us the secrets of the success of the American experiment. And this brings us close to a genuine understanding of our society, our economy, and our political forms -- our way of life. This too is important."

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CHECKLIST D - COMMUNITY AND COUNTY RESOURCES (cont'd)

As your students seek greater understanding of the various aspects of our society, have you directed them to these sources?

	Agric.	A. Mind	A. Peo	Busin	C. Life	C. Prob	F. Aff	Gover	Labor	Polit
Chamber of Commerce										
Churches - Synagogues										
Ocean County College										
Georgian Court College										
Courthouse records										
County Historical Society										
County Department of Agriculture										
Foreign and exchange students										
Labor union personnel										
Businessmen										
Stockbrokers										
Bankers										
Oyster Creek Nuclear Station (Jersey Central Power & Light)										
Toms River Chemical Corporation (CIBA)										
Fisheries										
Glidden Paint Co.										
Boatyards										
Hospitals and Nursing Homes										
Restaurants										

CHECKLIST D - COMMUNITY AND COUNTY RESOURCES (cont'd)

	Agric.	A. Mind	A. Peo	Busin	C. Life	C. Prob	F. Aff	Gover	Labor	Polit
Social Worker										
County Nurse										
Lakehurst Naval Air Station										
BOMARC Missle Site										
Airports										
Island Beach State Park										
Cranberry growers										
Blueberry growers										
Painters, Artists, Sculptors										
Musicians										
Planning Boards										
Green Acres program N. J. Department of Conservation										
Coast Guard										
Health Agencies										
People Oldest in the area New resident First generation Americans										
Employment Agency										

CHECKLIST E - LOCATING INFORMATION*

<u>Read</u> newspapers, magazines, and pamphlets with discrimination

1. Recognize these materials as sources of information about many topics, especially current affairs.
2. Select important news items.
3. Select from these sources material that is pertinent to class activities.
4. Learn the organization of a newspaper and how to use the index.
5. Learn about the sections of the newspaper.
6. Recognize the differences in purpose and coverage of different magazines, papers, and pamphlets.

<u>Know</u> how to find material in a library, both school and public.

1. Locate appropriate books.
2. Use a book card.
3. Use the card catalogue to learn that --
   a. A book is listed in three ways -- subject, by author, and by title.
   b. All cards are arranged alphabetically.
   c. Cards have call numbers in upper left-hand corner which indicate the location on the shelf.

Agric	A. Min	A. Peo	Busin	C. Life	C. Prob	F. Aff	Gover	Labor	Polit

CHECKLIST E - LOCATING INFORMATION* (Cont'd)

d. Some author cards give more information than the title or subject card.

e. Information such as publisher, date of publication, number of pages and of illustrations are provided.

f. The Dewey Decimal System is a key to finding books.

4. Use the Readers' Guide to Periodical Literature and other indexes.

Gather facts from field trips and interviews.

1. Identify the purpose of the field trip or interview.

2. Plan procedures, rules of behavior, questions to be asked, things to look for.

3. Take increasingly greater initiative in the actual conduct of the field trip or interview.

4. Evaluate the planning and execution of the field trip or interview.

5. Find acceptable ways to open and close an interview.

6. Express appreciation for courtesies extended during the field trip or interview.

7. Record, summarize, and evaluate information gained.

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Agric	A. Min	A. Peo	Busin	C. Life	C. Prob	F. Aff	Gover	Labor	Polit

CHECKLIST F - ACQUIRING INFORMATION

	Agric.	A. Mind	A. Peo	Busin	C. Life	C. Prob	F. Aff	Gover	Labor	Polit
Acquiring information through reading.										
1. Skim to find a particular word, get a general impression, or locate specific information.										
2. Read to find answers to questions.										
3. Make use of headings, topic sentences, and summary sentences to select main ideas and differentiate between main and subordinate ideas.										
4. Select the statements that are pertinent to the topic being studied.										
5. Make use of italics, marginal notes, and footnotes to discover emphasis by author.										
6. Consciously evaluate what is read, using the approaches suggested in Section III above.										
Acquiring information through listening and observing.										
1. Listen and observe with a purpose.										
2. Listen attentively when others are speaking.										
3. Identify a sequence of ideas and select those that are most important.										
4. Relate, compare, and evaluate information gained from other sources of information.										

CHECKLIST G - EVALUATING INFORMATION*

Evaluating information

1. Distinguish between fact and fiction.
2. Distinguish between fact and opinion.
3. Compare information about a topic drawn from two or more sources to recognize agreement or contradiction.
4. Consider which source of information is more acceptable, and why.
5. Examine reasons for contradictions, in evidence.
6. Examine material for consistency, reasonableness, and freedom from bias.
7. Recognize propaganda and its purposes in a given context.
8. Draw inferences and make generalizations from.
9. Reach tentative conclusions.

Agric	A. Min	A. Peo	Busin	C. Life	C. Prob	F. Aff	Gover	Labor	Polit

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CHECKLIST H - EVALUATING SOURCES*

Evaluating Sources

1. Who is the authority?
2. What is his background?
3. Is he speaking or writing on a subject on which he is a recognized authority?
4. What is the purpose of the material?
5. When and under what circumstances was the information recorded? Were primary sources used?
6. If a primary source, was the information written from memory or was it a direct account of what happened?
7. Is there corroboration of the facts from other sources?
8. Is the authority objective in the treatment of the material?
9. Is the material pertinent?

Agric.	A. Mind	A. Peo	Busin	C. Life	C. Prob.	F. Aff.	Gover.	Labor	Polit.

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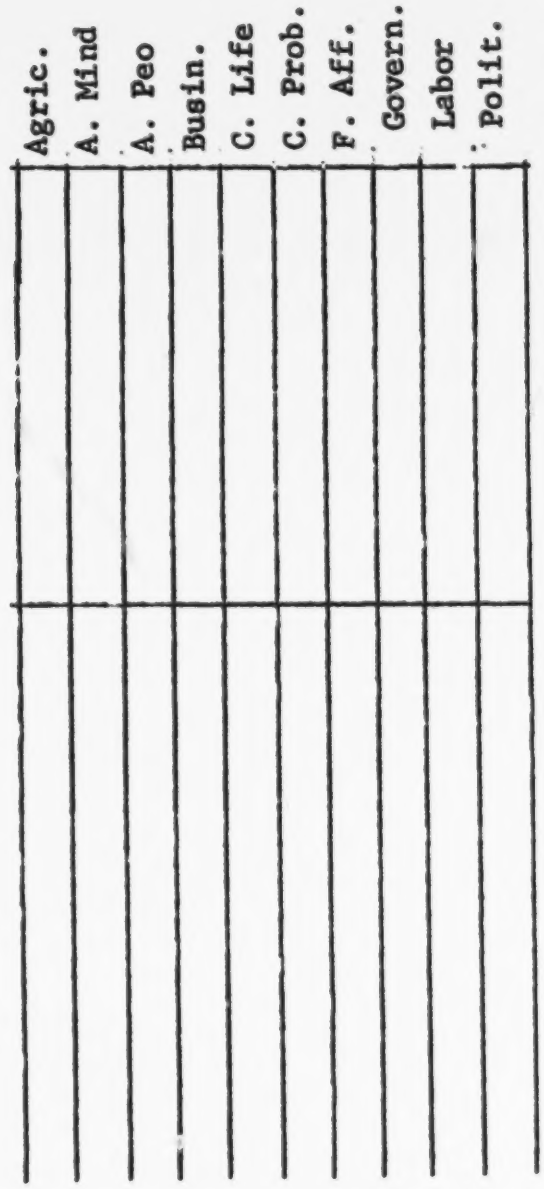
CHECKLIST I - IMPLEMENTING INFORMATION

Many students enter your classes able to perform well at the concrete level of merely reporting or repeating information, but have not developed the ability to apply information so as to think rationally and creatively.

Have you taught the skills that are involved in using information at these higher levels? Have you provided encouragement and opportunities for students to implement information at the abstract and concrete levels?



Implementing Information

1. At the Concrete Level
   Reports who, when, where what

2. At the Abstract Level
   Sees relationships
   Senses sequence and continuity
   Identifies main ideas
   Makes inferences
   Draws conclusions
   Evaluates ideas

3. At the Creative Level
   What would happen if?
   How can I use this information?
   How does this relate to ____?
   How can I organize this information for the best use?

CHECKLIST J - INTERPRETING PICTURES, CHARTS, GRAPHS AND TABLES*

	Agric.	A. Mind	A. Peo	Busin.	C. Life	C. Prob	F. Aff	Gover	Labor	Polit
Interpret pictorial materials										
1. Recognize these materials as sources of information.										
2. Distinguish between types of pictorial material, recognize the advantages of each, and recognize the need for objectivity in interpretation.										
3. Note and describe the content of the material, both general and specific.										
4. Interpret by applying related information, and use the material as one basis for drawing conclusions.										
Interpret cartoons										
1. Recognize these materials as expressing a point of view and interpret the view expressed.										
2. Note and interpret the common symbols used in cartoons.										
Study charts										
1. Understand the steps in development indicated.										
2. Trace the steps in the process shown.										
3. Compare sizes and quantities.										
4. Analyze the organization or structure.										
5. Identify elements of change.										

CHECKLIST J - INTERPRETING PICTURES, CHARTS, GRAPHS AND TABLES (Cont'd.)

Study graphs and tables

1. Understand the significance of the title.

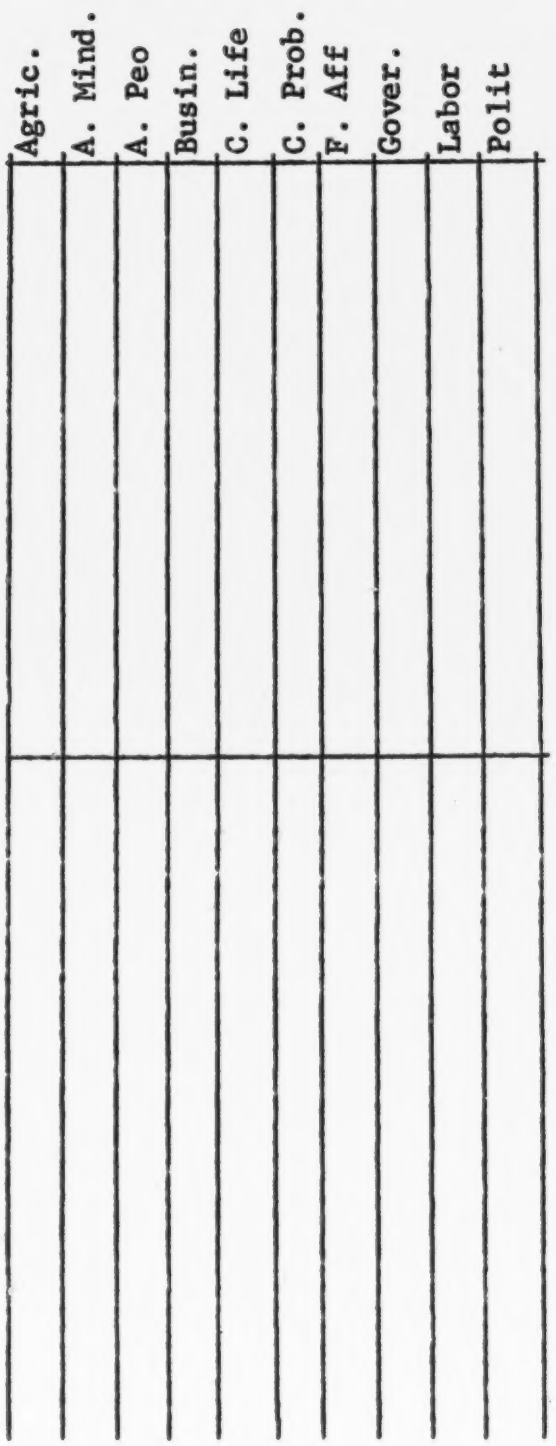
2. Determine the basis on which the graph or table is built and the units of measure involved.

3. Interpret the relationships shown.

4. Draw inferences based on the data.

Construct simple graphs, charts, tables, and other pictorial materials (including cartoons)

Relate information derived from pictures, charts, graphs, and tables with that gained from other sources.



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CHECKLIST K - APPLYING PROBLEM - SOLVING AND CRITICAL - THINKING SKILLS TO SOCIAL ISSUES

	Agric.	A. Mind	A. Peo.	Busin.	C. Life	C. Prob	F. Aff.	Gover.	Labor	Polit.
1. Recognize that a problem exists.										
2. Define the problem for study.										
3. Review known information about the problem.										
4. Plan how to study the problem.										
5. Locate, gather, and organize information.										
6. Interpret and evaluate information.										
7. Summarize and draw tentative conclusions.										
8. Recognize the need to change conclusions when new information warrants.										
9. Recognize areas for further study.										
10. Use problem-solving techniques in meeting personal and societal problems.										

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CHECKLIST L - COMMUNICATING ORALLY AND IN WRITING*

	Agric.	A. Mind	A. Peo.	Busin.	C. Life	C. Prob	F. Aff	Gover.	Labor	Polit.
Speak with accuracy and poise										
1. Develop an adequate vocabulary.										
2. Choose the appropriate word.										
3. Pronounce words correctly and enunciate clearly.										
4. Talk in sentences.										
5. Prepare and use notes in presenting an oral report, giving credit when material is quoted.										
6. Keep to the point in all situations involving oral expression.										
7. Develop self-confidence.										
8. Exchange ideas through discussion, either as leader or participant.										
9. Respect limitations of time and the right of others to be heard.										
Write with clarity and exactness										
1. Collect, evaluate, and organize information around a clearly defined topic.										
2. Write independently, avoiding copying from references.										
3. Give credit for quoted material.										
4. Use standard English.										

	Agric.	A. Mind	A. Peo.	Busin.	C. Life	C. Prob	F. Aff.	Gover.	Labor	Polit.
5. Include a bibliography to show sources of information.										
6. Include footnotes when necessary.										
7. Apply the skills being developed in printing, writing, spelling, punctuating, capitalizing and arrange written work.										
8. Proofread and revise.										

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CHECKLIST M - LISTENING*

A good portion of our lives is spent in listening. We are literally bombarded with ideas and noises of all kinds, emanating from the greatest variety of sources. A chief responsibility of our school is to develop discriminating listeners.

Following are skills suggested by Dr. Leland B. Jacobs in the Thirty-third Yearbook of the National Council for the Social Studies for the junior high school. An extension of these are in order for senior high students.

Listening	Agric	A. Min	A. Peo	Busin	C. Life	C. Prob	F. Aff	Gover	Labor	Polit
1. Noting what has not been said as well as what has been said.										
2. Critically appraising facts, information, opinion, viewpoints as used in a given context by a speaker.										
3. Recognizing and summarizing central ideas and total meaning.										
4. Spotting emotion-laden words, emotion-rousing ideas.										
5. Taking well organized notes of main ideas and major supporting ideas.										
6. Deciding how a speaker achieves various effects.										
7. Noting the speakers' use of "either - or" or "always - never" thinking.										
8. Observing how words are defined, how evidence is used, how examples are presented.										
9. Spotting new ideas, inspecting new data, observing unusual uses of known facts and information.										

CHECKLIST M - LISTENING* (Cont'd)

	Agric	A. Min	A. Peo	Busin	C. Life	C. Prob	F. Aff	Gover	Labor	Polit
10. Taking into account propaganda techniques, the speakers' prejudices, and methods he uses to axfect his augience.										

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CHECKLIST N - DISCUSSION GROUP SKILLS (cont'd)

	Agric.	A. Mind	A. Peo	Busin	C. Life	C. Prob	F. Aff	Gover	Labor	Polit
5. Avoid making speeches.										
6. Ask appropriately for clarification of meanings.										
7. Avoid repeating points already made.										
8. Accept, honestly and graciously, superior evidence.										
9. Disagree in a friendly manner.										
10. Speak to the entire group rather than to one's neighbors or the leader.										
11. Avoid derogratory comments on race, religion, or status of others.										
12. PPoint our fallacies and inadequacies of data calmly and clearly.										
13. Appear alert ane behave helpfully throughout the discussion.										

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